

A Selected & Occasionally Annotated Bibliography

- Barrett, B.H. (1991). The right to effective education. *The Behavior Analyst*, 14, 79–82.
- Baum, W.M. (1995). Radical behaviorism and the concept of agency. *Behaviorology*, 3 (1), 93–106.
- Beach, S. (1991). Behaviorology and space settlement. *CONTACT Newsletter*, 2 (2), 2–3.
- Beach, S. (1991). The Martians are coming. *Behaviorological Commentaries, Serial No. 1*, 25–28.
- Bjork, D.W. (1993). *B.F. Skinner: A Life*. New York: Basic Books.
- Bjork, D.W. (1993). Toward a biography of B.F. Skinner: Rationale and interpretation. *Behaviorology*, 1 (1), 7–11.
- Catania, A.C. (1987). Some Darwinian lessons for behavior analysis: A review of Bowler's *The Eclipse of Darwinism*. *Journal of The Experimental Analysis of Behavior*, 47, 249–257.
- Cautela, J.R. (1994). General level of reinforcement II: Further elaborations. *Behaviorology*, 2 (1), 1–16.
- Cautela, J.R. & Ishaq, W. (Eds.). (1996). *Contemporary Issues in Behavior Therapy: Improving the Human Condition*. New York: Plenum.
- Cheney, C.D. (1991). The source and control of behavior. In W. Ishaq (Ed.). *Human Behavior in Today's World* (pp. 73–86). New York: Praeger.
- Chiesa, M. (1994). *Radical Behaviorism: The Philosophy and the Science*. Boston, MA: Authors Cooperative.
- Comunidad Los Horcones. (1986). Behaviorology: An integrative denomination. *The Behavior Analyst*, 9, 227–228.
- Daniels, A.C. (1989). *Performance Management (Third Edition, revised)*. Tucker, GA: Performance Management Publications. (The application of behaviorological science in business and industry.)
- Dawkins, R. (2006). *The God Delusion*. New York: Houghton Mifflin.
- Epstein, R. (1981). Of pigeons and people: A preliminary look at the Columban simulation project. *The Behavior Analyst*, 4, 43–55.
- Eshleman, J.W. (1993). Science history: Review of *The Timetables of Science*. *Behaviorology*, 1 (1), 61–67.
- Eshleman, J.W. (2002). If telling were teaching. *Behaviorology Today*, 5 (1), 30–32.
- Eshleman, J.W. & Vargas, E.A. (1988). Promoting the behaviorological analysis of verbal behavior. *Analysis of Verbal Behavior*, 6, 23–32.
- Feeney, D.R. (2002). Creative life–style management through on–line and real–time application of the behaviorological education practices of precision teaching. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 259–295). Canton, NY: ABCs.

- Ferster, C.B. & Skinner, B.F. (1957). *Schedules of Reinforcement*. Englewood Cliffs, NJ: Prentice-Hall. Reprinted, 1997, Cambridge, MA: The B.F. Skinner Foundation.
- Fraley, L.E. (1980). The role of measures in the contingencies on teacher behavior. In L.E. Fraley (Contributing Editor). *Behavioral Analysis of Issues in Higher Education* (pp. 9–45). Reedsville, WV: Society for the Behavioral Analysis of Culture. (Describes a range of measures including “gain scores” and “achieved percent of possible gain.”)
- Fraley, L.E. (Contributing Editor). (1980). *Behavioral Analysis of Issues in Higher Education*. Reedsville, WV: Society for the Behavioral Analysis of Culture.
- Fraley, L.E. (1981). The spread of behavior analysis to the applied fields. *The Behavior Analyst*, 4, 33–41.
- Fraley, L.E. (1983). The behavioral analysis of Mens Rea (doctrine of culpable mental states). *Behaviorists for Social Action Journal*, 4 (1), 2–7.
- Fraley, L.E. (1984). Belief, its inconsistency, and the implications for the teaching faculty. *The Behavior Analyst*, 7, 17–28.
- Fraley, L.E. (1987). The cultural mission of behaviorology. *The Behavior Analyst*, 10, 123–126.
- Fraley, L.E. (1988). Covert mini-courts within judicial and law enforcement operations. *Behavior Analysis and Social Action*, 6 (2), 2–14.
- Fraley, L.E. (1988). Introductory comments: Behaviorology and cultural materialism. *The Behavior Analyst*, 11, 159–160.
- Fraley, L.E. (1988). You're a what? *TIBA Newsletter*, 1 (1), 5–7.
- Fraley, L.E. (1990). Thrust and parry. *TIBA Newsletter*, 2 (2), 7–8.
- Fraley, L.E. (1991). The behaviorology movement. *Behaviorological Commentaries*, Serial No. 1, 3–13.
- Fraley, L.E. (1992). Behavior analysis and behaviorology. *Behaviorological Commentaries*, Serial No. 2, 22.
- Fraley, L.E. (1992). The religious psychology student in a behaviorology course. *Behaviorological Commentaries*, Serial No. 2, 18–21. Reprint scheduled to appear (2009) in *Behaviorology Today*, 12 (2), 11–13.
- Fraley, L.E. (1994). Behaviorological corrections: A new concept of prison from a natural science discipline. *Behavior and Social Issues*, 4 (1 & 2), 3–33.
- Fraley, L.E. (1998). A behaviorological thanatology: Foundations and implications. *The Behavior Analyst*, 21 (1), 13–26. (This is the first part of a trio of related articles; the second part was published in 2006.)
- Fraley, L.E. (1998). New ethics and practices for death and dying from an analysis of the sociocultural metacontingencies. *Behavior and Social Issues*, 8 (1), 9–31. (This is the third part of a trio of related articles.)
- Fraley, L.E. (1998). Pursuing and interpreting the implications of a natural philosophy and science with the values associated with other epistemologies. *Behavior and Social Issues*, 8 (1), 33–39.
- Fraley, L.E. (2001). Behaviorological principles for the analysis of bereavement. *European Journal of Behavior Analysis*, 2 (II), 143–153.
- Fraley, L.E. (2002). Defining the behaviorology movement: Critical distinctions from 1990. *Behaviorology Today*, 5 (1), 54–59.

- Fraley, L.E. (2002). The discipline of behaviorology and the postulate of determinism. *Behaviorology Today*, 5 (1), 45–49.
- Fraley, L.E. (2003). The strategic misdefining of the natural sciences within universities. *Behaviorology Today*, 6 (1), 15–38.
- Fraley, L.E. (2006). The ethics of medical practices during protracted dying: A natural science perspective. *Behaviorology Today*, 9 (1), 3–17. (This is the second part of a trio of related articles; the third part was published in 1998.)
- Fraley, L.E. & Ledoux, S.F. (2002). Origins, status, and mission of behaviorology. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 33–169). Canton, NY: ABCs. Reprinted (2006–2008) in five parts in *Behaviorology Today*: Chs. 1 & 2: 9 (2), 13–32. Ch. 3: 10 (1), 15–25. Ch. 4: 10 (2), 9–33. Ch. 5: 11 (1), 3–30. Chs. 6 & 7: 11 (2), 3–17.
- Fraley, L.E. & Vargas, E.A. (Eds.). (1976). *Behavior Research and Technology in Higher Education*. Reedsville, WV: Society for the Behavioral Analysis of Culture.
- Fraley, L.E. & Vargas, E.A. (1986). Separate disciplines: The study of behavior and the study of the psyche. *The Behavior Analyst*, 9, 47–59.
- Gardner, R., Sainato, D., Cooper, J.O., Heron, T.E., Heward, W.L., & Eshleman, J.W. (Eds.). (1994). *Behavior Analysis in Education: Focus on Measurably Superior Instruction*. Pacific Grove, CA: Brooks/Cole.
- Glenn, S.S. (1988). Contingencies and metacontingencies: Toward a synthesis of behavior analysis and cultural materialism. *The Behavior Analyst*, 11, 161–179.
- Glenn, S.S. & Madden, G.J. (1995). Units of interaction, evolution, and replication: Organic and behavioral parallels. *The Behavior Analyst*, 18, 237–251.
- Gould, S.J. (1981). *The Mismeasure of Man*. New York: W.W. Norton.
- Harris, M. (1979). *Cultural Materialism: The Struggle for a Science of Culture*. New York: Random House.
- Hayes, S.C. & Brownstein, A.J. (1986). Mentalism, behavior–behavior relations, and a behavior–analytic view of the purposes of science. *The Behavior Analyst*, 9, 175–190.
- Holland, J.G. (1960). Teaching machines: An application from the laboratory. *Journal of the Experimental Analysis of Behavior*, 3, 275–287.
- Holland, J.G. (1967). A quantitative measure for programmed instruction. *American Educational Research Journal*, 4, 87–101.
- Holland, J.G. & Skinner, B.F. (1961). *The Analysis of Behavior*. New York: McGraw–Hill. (This is the original comprehensively programmed text; the authors successfully applied to its design and use the laws of behavior that it teaches.)
- Holton, G. (2000). B.F. Skinner, P.W. Bridgman, and the “lost years.” *Behaviorology*, 5 (1), 1–14.
- Ishaq, W. (Ed.). (1991). *Human Behavior in Today's World*. New York: Praeger.
- Johnson, K.R. & Layng, T.V.J. (1992). Breaking the structuralist barrier: Literacy and numeracy with fluency. *American Psychologist*, 47 (11), 1475–1490.
- Johnston, J.M. & Pennypacker, H.S. (1980). *Strategies and Tactics for Human Behavioral Research*. Hillsdale, NJ: Erlbaum.
- Keller, F.S. (1993). Education by torchlight. *Behaviorology*, 1 (2), 1–8.

- Krapfl, J.E. & Vargas, E.A. (Eds.). (1977). *Behaviorism and Ethics*. Kalamazoo, MI: Behaviordelia.
- Latham, G.I. (1994). *The Power of Positive Parenting*. Logan, UT: P & T ink.
- Latham, G.I. (1998). *Parenting with Love*. Salt Lake City, UT: Bookcraft.
- Latham, G.I. (1999). *Keys to Classroom Management*. Logan, UT: P & T ink.
- Latham, G.I. (2002). *Behind the Schoolhouse Door: Managing Chaos with Science, Skills, and Strategies*. Logan, UT: P & T ink. (This book includes an earlier title: *Management, Not Discipline: A Wakeup Call for Educators*.)
- Latham, G.I. (2002). China through the eyes of a behaviorologist. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 297–302). Canton, NY: ABCs. Reprinted (2002) in *Behaviorology Today*, 5 (1), 17–20.
- Ledoux, S.F. (1989). The interorganizational question and ABA. *TIBA Newsletter*, 1 (2), 1–2.
- Ledoux, S.F. (2002). A parable of past scribes and present possibilities. *Behaviorology Today*, 5 (1), 60–64. (This is a parable on the 20-year, billion-dollar American education research effort called *Project Follow Through*, the outcomes of which the American education establishment tends to ignore, to the detriment of students, teachers, schools, and communities across the country and even around the world.)
- Ledoux, S.F. (2002). An introduction to the origins, status, and mission of behaviorology: An established science with developed applications and a new name. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 3–24). Canton, NY: ABCs. Reprinted (2004) in *Behaviorology Today*, 7 (1), 27–41.
- Ledoux, S.F. (2002). An introduction to the philosophy called radical behaviorism. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 25–32). Canton, NY: ABCs. Reprinted (2004) in *Behaviorology Today*, 7 (2), 37–41.
- Ledoux, S.F. (2002). Behaviorology curricula in higher education. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 173–186). Canton, NY: ABCs. Reprint scheduled to appear (2009) in *Behaviorology Today*, 12 (1), 16–25.
- Ledoux, S.F. (2002). Behaviorology in China: A status report. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 187–198). Canton, NY: ABCs. A Chinese translation was printed (2002) in *Behaviorology Today*, 5 (1), 37–44. Reprint scheduled to appear in English (2009) in *Behaviorology Today*, 12 (2), 3–10.
- Ledoux, S.F. (2002). Carl Sagan is right again: A review of *The Millennium Man*. *Behaviorology Today*, 5 (2), 23–25.
- Ledoux, S.F. (2002). Defining natural sciences. *Behaviorology Today*, 5 (1), 34–36.
- Ledoux, S.F. (2002). Increasing tact control and student comprehension through such new postcedent terms as added and subtracted reinforcers and punishers. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* (pp. 199–204). Canton, NY: ABCs. Reprint scheduled to appear (2010) in *Behaviorology Today*, 13 (1), 3–6.

- Ledoux, S.F. (2002). Multiple selectors in the control of simultaneously emit-
table responses. In S.F. Ledoux. *Origins and Components of Behaviorology—
Second Edition* (pp. 205–241). Canton, NY: ABCs. Reprint scheduled to
appear (2010) in *Behaviorology Today*, 13 (2), 3–27.
- Ledoux, S.F. (2002). Successful smoking control as an example of a compre-
hensive behaviorological therapy. In S.F. Ledoux. *Origins and Components
of Behaviorology—Second Edition* (pp. 243–258). Canton, NY: ABCs. Re-
print scheduled to appear (2011) in *Behaviorology Today*, 14 (1), 3–13.
- Ledoux, S.F. (2002). *Origins and Components of Behaviorology—Second Edition*.
Canton, NY: ABCs.
- Ledoux, S.F. (2004). The future and behaviorology. *Behaviorology Today*, 7
(2), 4–8.
- Ledoux, S.F. (2004–2007). [Syllabi for 13 online TIBI behaviorology courses
spread across six issues:] *Behaviorology Today*, 7 (2) to 10 (1).
- Ledoux, S.F. & Cheney, C.D. (1987). *Grandpa Fred's Baby Tender or Why and
How We Built Our Aircribs*. Canton, NY: ABCs. (This book includes “The
first baby tender,” a short introductory article provided by B.F. Skinner.)
- Lee, V.L. (1988). *Beyond Behaviorism*. Hillsdale, NJ: Erlbaum.
- Lee, V.L. (2000). Using scientific visualization software with human operant
data. *Behaviorology*, 5 (1), 93–109.
- Lloyd, K.E. (1985). Behavioral anthropology: A review of Marvin Harris' *Cultural
Materialism*. *Journal of the Experimental Analysis of Behavior*, 43, 279–287.
- Logue, A.W. (1988). A behaviorist's biologist: Review of Philip J. Pauly's *Con-
trolling Life: Jacques Loeb and the Engineering Ideal in Biology*. *The Behavior
Analyst*, 11, 205–207.
- Malott, R.W. (1988). Rule-governed behavior and behavioral anthropology.
The Behavior Analyst, 11, 181–203.
- Michael, J.L. (1980). Flight from behavior analysis. *The Behavior Analyst*, 3
(2), 1–21.
- Michael, J.L. (1982). Distinguishing between discriminative and motivational
functions of stimuli. *Journal of the Experimental Analysis of Behavior*, 37,
149–155.
- Michael, J.L. (1993). *Concepts and Principles of Behavior Analysis*. Kalamazoo,
MI: SABA.
- Moore, J. (1981). On mentalism, methodological behaviorism, and radical be-
haviorism. *Behaviorism*, 9, 55–57.
- Moore, J. (1984). On privacy, causes, and contingencies. *The Behavior Analyst*,
7, 3–16.
- Potter, B. & Hixson, M. (1996). Science and our culture: Review of Carl
Sagan's *The Demon—Haunted World: Science as a Candle in the Dark*. *Behav-
iorology*, 4 (1), 68–80.
- Ratner, S. (1936, January). Evolution and the rise of the scientific spirit in
America. *Philosophy of Science*, 3, 194–122. In A. Montagu (Ed.). (1984). *Sci-
ence and Creationism* (pp. 398–415). New York: Oxford University Press.
- Sagan, C. (1995). *The Demon—Haunted World: Science as a Candle in the Dark*.
New York: Random House.

- Schlinger, H. & Blakely, E. (1987). Function-altering effects of contingency-specifying stimuli. *The Behavior Analyst*, 10, 41–45.
- Sidman, M. (1960). *Tactics of Scientific Research*. New York: Basic Books. Reprinted, 1988, Boston, MA: Authors Cooperative.
- Sidman, M. (1986). Functional analysis of emergent verbal classes. In T. Thompson & M. Zeiler (Eds.), *Analysis and Integration of Behavioral Units* (pp. 213–245). Hillsdale, NJ: Erlbaum.
- Sidman, M. (1986). The measurement of behavioral development. In N.A. Krasnegor, D.B. Gray, & T. Thompson (Eds.), *Developmental Behavioral Pharmacology* (pp. 43–52). Hillsdale, NJ: Erlbaum.
- Sidman, M. (1994). *Equivalence Relations and Behavior: A Research Story*. Boston, MA: Authors Cooperative.
- Sidman, M. (2001). *Coercion and its Fallout—Revised Edition*. Boston, MA: Authors Cooperative.
- Sidman, M. (2003). Reinforcement in diplomacy: More effective than coercion. *Behaviorology Today*, 6 (2), 30–35.
- Skinner, B.F. (1938). *The Behavior of Organisms*. New York: Appleton–Century–Crofts. Seventh printing, 1966, with special preface: Englewood Cliffs, NJ: Prentice–Hall. Reprinted, 1991, Cambridge, MA: The B.F. Skinner Foundation.
- Skinner, B.F. (1948). *Walden Two*. New York: Macmillan. (This is a fictional description of a culture the design of which is based on behaviorological science. While this story is as relevant today as when it was written, the author often used the word “psychology” in this novel to denote the natural science into which he was trying, at the time, to turn the traditional field of psychology; readers today should substitute “behaviorology” for these usages.)
- Skinner, B.F. (1953). *Science and Human Behavior*. New York: Macmillan. (Paperback edition published by Free Press, 1965.)
- Skinner, B.F. (1957). *Verbal Behavior*. New York: Appleton–Century–Crofts. Reprinted, 1992, Cambridge, MA: The B.F. Skinner Foundation.
- Skinner, B.F. (1963). Behaviorism at fifty. *Science*, 140, 951–958.
- Skinner, B.F. (1966). The phylogeny and ontogeny of behavior. *Science*, 153, 1205–1213.
- Skinner, B.F. (1968). *The Technology of Teaching*. New York: Appleton–Century–Crofts. Reprinted, 2003, Cambridge, MA: The B.F. Skinner Foundation.
- Skinner, B.F. (1969). *Contingencies of Reinforcement: A Theoretical Analysis*. New York: Appleton–Century–Crofts.
- Skinner, B.F. (1971). *Beyond Freedom and Dignity*. New York: Knopf.
- Skinner, B.F. (1972). *Cumulative Record: A Selection of Papers (Third Edition)*. New York: Appleton–Century–Crofts. Reprinted, as “...*Definitive Edition*,” 1999, Cambridge, MA: The B.F. Skinner Foundation.
- Skinner, B.F. (1974). *About Behaviorism*. New York: Knopf.
- Skinner, B.F. (1976). *Particulars of My Life*. New York: Knopf.
- Skinner, B.F. (1977). Why I am not a cognitive psychologist. *Behaviorism*, 5 (2), 1–10.
- Skinner, B.F. (1978). *Reflections on Behaviorism and Society*. Englewood Cliffs, NJ: Prentice–Hall.

- Skinner, B.F. (1979). *The Shaping of a Behaviorist*. New York: Knopf.
- Skinner, B.F. (1980). *Notebooks B.F. Skinner*. Englewood Cliffs, NJ: Prentice Hall.
- Skinner, B.F. (1983). *A Matter of Consequences*. New York: Knopf.
- Skinner, B.F. (1983). Can the experimental analysis of behavior rescue psychology? *The Behavior Analyst*, 6, 9–17.
- Skinner, B.F. (1984). The shame of American education. *The American Psychologist*, 39, 947–954.
- Skinner, B.F. (1987). *Upon Further Reflection*. Englewood Cliffs, NJ: Prentice–Hall.
- Skinner, B.F. (1987). Whatever happened to psychology as the science of behavior. *American Psychologist*, 42, 780–786.
- Skinner, B.F. (1989). *Recent Issues in the Analysis of Behavior*. Columbus, OH: Merrill.
- Skinner, B.F. (1990). Can psychology be a science of mind? *American Psychologist*, 45, 1206–1210.
- Skinner, B.F. (1993). A world of our own. *Behaviorology*, 1 (1), 3–5. (This is the published version of Skinner’s 1989 “declaration of independence” address to the Association for Behavior Analysis [see Ulman, 1993, p. 54].)
- Skinner, B.F. (2004). The first baby tender. *Behaviorology Today*, 7 (1), 3–4.
- Skinner, B.F. & Vaughan, M.E. (1983). *Enjoy Old Age*. New York: W.W. Norton.
- Stewart, B. & Vargas, J. (1990). *Teaching Behavior to Infants and Toddlers: A Manual for Caregivers and Parents*. Springfield, IL: Charles C. Thomas, Publisher.
- Stromer, R. (1991). Stimulus equivalence: Implications for teaching. In W. Ishaq (Ed.). *Human Behavior in Today’s World* (pp. 109–122). New York: Praeger.
- Ulman, J.D. (1990). A memo to the Dean regarding behaviorology. *TIBA Newsletter*, 2 (3), 1–3.
- Ulman, J.D. (1993). The Ulman–Skinner letters. *Behaviorology*, 1 (1), 47–54.
- Vargas, E.A. (1975). Rights: A behavioristic analysis. *Behaviorism*, 3 (2), 120–128.
- Vargas, E.A. (1982). Hume’s “ought” and “is” statement: A radical behaviorist’s perspective. *Behaviorism*, 10 (1), 1–23.
- Vargas, E.A. (1985). Cultural contingencies: A review of Marvin Harris’s *Cannibals and Kings*. *Journal of the Experimental Analysis of Behavior*, 43, 419–428.
- Vargas, E.A. (1987). “Separate disciplines” is another name for survival. *The Behavior Analyst*, 10, 119–121.
- Vargas, E.A. (1988). Verbally–governed and event–governed behavior. *The Analysis of Verbal Behavior*, 6, 11–22.
- Vargas, E.A. (1991). Behaviorology: Its paradigm. In W. Ishaq (Ed.). *Human Behavior in Today’s World* (pp. 139–147). New York: Praeger.
- Vargas, E.A. (1991). Verbal behavior: A four–term contingency relation. In W. Ishaq (Ed.). *Human Behavior in Today’s World* (pp. 99–108). New York: Praeger.
- Vargas, E.A. (1996). A university for the twenty–first century. In J.R. Cautela & W. Ishaq (Eds.). *Contemporary Issues in Behavior Therapy: Improving the Human Condition* (pp. 159–188). New York: Plenum.
- Vargas, E.A. & Fraley, L.E. (1976). Progress and structure: Reorganizing the university for instructional technology. *Instructional Science*, 5, 303–324.
- Vargas, J.S. (1972). *Writing Worthwhile Behavioral Objectives*. New York: Harper & Row.

- Vargas, J.S. (1990). Cognitive analysis of language and verbal behavior: Two separate fields. In L.J. Hayes & P.N. Chase (Eds.). *Dialogues on Verbal Behavior* (pp. 197–201). Reno, NV: Context Press.
- West, R.P. & Hamerlynck, L.A. (Eds.). (1992). *Designs for Excellence in Education: The Legacy of B.F. Skinner (Limited Edition)*. Longmont, CO: Sopris West.
- Wood, S.W. (1976). Responsibilities of the college teacher: A behavioral perspective. In L.E. Fraley & E.A. Vargas (Eds.). *Behavior Research and Technology in Higher Education* (pp. 11–20). Reedsville, WV: Society for the Behavioral Analysis of Culture.
- Wyatt, W.J. (1997). *The Millennium Man*. Hurricane, WV: Third Millennium Press.
- Wyatt, W.J., Hawkins, R.P., & Davis, P. (1986). Behaviorism: Are reports of its death exaggerated? *The Behavior Analyst*, 9, 101–105.
- Youth Policy Institute. (1988, July/August). *Youth Policy*, 10 (7). (A special issue devoted to data-based reports on the successes of the educational applications of behaviorological science.)✿